

### Start with Syllabus

1. State position on Academic Integrity and Academic Dishonesty
2. Inform students that honest students are protected while students violating the Academic Code of Conduct would be subject to the consequences.
3. Refer Students to the Honor Code and Code of Academic Conduct to help them understand expectations.
4. Clarify academic dishonesty with respect to topics (Plagiarism, Use of Calculators, Unauthorized Materials or Communication, Etc.) and assignments (homework, quizzes, exams) that are pertinent to your discipline. Explain acceptable and unacceptable types of collaboration.
5. Refer students to the syllabus before teaching areas (e.g. plagiarism, unauthorized materials, etc.) of the course where academic dishonesty commonly occurs.
6. For areas where cheating is difficult to detect or enforce.
  - a. Consider weighting these areas more lightly in terms of the overall course grade.
  - b. Break the assignment up so that students have to submit small “bite-sized” portions of the assignment. Significant changes from portion to portion of the assignment should be investigated.
  - c. Consider whether there are other ways to effectively evaluate students with respect to this particular area.
7. Recognize the differences in culture while helping others to understand conduct which may conflict with our Academic Conduct Code. Look for teachable moments.

### Exams

1. ID Checks (One official picture ID with and a second form of ID)
  - i. Impersonation is becoming more and more prevalent. Consider making presentation of ID mandatory for all sections (onground and hybrid classes).
  - ii.
2. Be attentive
  - a. Before the exam – inspect the desks for writing.
  - b. Make sure desks are cleared and backpacks are zipped.
  - c. Look for indications of cheating (wandering eyes, unusual gestures or movements, etc.)
  - d. Stand in the back – Take different positions in the classroom during the class to gain a different perspective.
  - e. Walk the room periodically
  - f. Don't leave the exam
  - g. Monitor the exam
3. Exam Copies
  - a. Create different versions of the exam.
  - b. If the same questions are used in a different order, change the sequence of the multiple choice answers.
  - c. Change exams questions from semester to semester
4. Location of Students
  - a. Seating Chart
  - b. Move People who sit together
  - c. Tell students to raise hand if they have a question and that you will come to them
5. Electronic Devices
  - a. Cellphones, computers and other electronic equipment should be OFF
  - b. Consider having cellphones and backpacks stored away from students
  - c. No electronic dictionaries. If there is a question on vocabulary, the instructor can choose whether or not it is appropriate to define a word for a student.

- d. No earphones
6. Notes and Unauthorized Materials
  - a. Not on Desk
  - b. Backpacks are on the floor and are zipped up
  - c. Make sure the scantrons and bluebooks are blank at the beginning of exams.
7. Exam Formalities
  - a. Clearly communicate time allotted & inform student of the exact time they must stop working.
  - b. Count down the time remaining in the exam in increments beginning at the exam's midpoint.
  - c. Be watchful at the end of the exam when students are coming up to present their exams
  - d. Final Exam – The final must be given during its properly scheduled time period. If it is necessary to move it, inform your department chair and obtain administration approval.
8. Essay Exams
  - a. Monitor whether pre-prepared work is being brought in
  - b. Verify that blue books are "clean" and there are no unauthorized notes
  - c. Have each student bring a blank bluebook. Have the students give the bluebooks to you. Shuffle and then redistribute the bluebooks.
  - d. Have different prompt questions for each course section.
9. Makeups – These exams have the potential to compromise the integrity of an exam because students can communicate before the makeup or the actual exam (if the student takes the makeup earlier than the regularly scheduled exam). Students can also "buy time" by making an excuse to avoid the original exam time period to take the exam at a later time. The instructor then becomes the judge of which excuse is allowable. Some things to consider.
  - a. Don't allow make-ups. For excused absences, determine whether other parts of the course could be weighted to determine the student's understanding of the subject matter missed.
  - b. If you do allow makeups:
    - i. Specify that only students with excused absences will be allowed to take the makeup.
    - ii. Inform students that only absences that can be documented or corroborated will be excused. Students with absences that cannot be documented or corroborated to the instructor's satisfaction may not be allowed to complete a makeup exam.
    - iii. If appropriate, give a deadline prior to the exam, when you must be contacted in order for a student to be eligible for a makeup. Inform students that requests for a makeup after the exam are more likely to be denied. Students who procrastinated or were otherwise unprepared are more likely to have excuses for not attending the exam.
    - iv. Inform students in writing that they must not speak to or otherwise communicate with members of the class before taking the makeup. Make this a condition of taking the exam. If you communicate via e-mail, have them agree to reply that they agree to the terms so that you have their agreement in writing. If they take the class in person, have them sign a statement saying that they have not spoken with or will not speak with anyone from the class about the content of the exam prior to taking the makeup.
    - v. Give an exam that is different from the original. This could include evaluating the student's understanding of the subject matter with different questions or a different format.

### Other Exam Considerations

1. Google Your Own Exams Online – Find out how much of your exam content is already in the hands of students.
2. Bathroom Breaks – Avoid giving them except in instances of a documented medical condition. You have no way of assuring the integrity of the exam once someone is out of your sight.
3. No exams issued after a certain times – This will help keep the communication of information of the exam from students who finish early with those who arrive late. Remain watchful of student arriving late as they may be likely to try to use resources to make up for the lost time.
4. Posting of corrected exams - Give department policy (if there is one) for the return or posting of corrected exams. Be aware that exams that returned to students often end up in the hands of future students.
5. Disabled Student Center – Understand the procedures for dropping off and picking up an exam from the Center for Students with Disabilities. It is not recommended that exams be sent through campus mail to avoid losing the exams or having the exams fall into the wrong hands.

### Plagiarism

1. Education – The Best Defense
  - a. Discuss what Plagiarism is up front
  - b. Refer students to Ecollege videos – It can be an assignment. Give example of proper and improper citations.
  - c. Refresh discussion before more significant assignments
  - d. Discuss common problems – paraphrasing, proper footnoting, etc.
  - e. Use Turnitin – SMC has purchased the license
  - f. Look for noticeable changes in writing style
  - g. Consider “breaking up” large projects so that you can receive smaller submissions from students periodically
  - h. Lab Reports – Physical Sciences have their forms of plagiarism.
  - i. Have an initial writing sample early in the class for comparison purposes.

### Distance Education

1. Ensure that Quizzes have some time challenges so that students cannot reference every question.
2. Consider using Examguard to ensure that students can't “surf while they work” on exams. We have had some technical challenges with this resource.
3. Hybrid Classes – Students must take exams in person. ID is required
4. “Meet the Students”
  - a. Look for a variety of ways to engage students. Chat, Q&A, Etc.
  - b. Monitor whether there are changes in the student's online voice
5. Inform students that if the instructor suspects irregularities that they may be required to prove their understanding of the course material.

### Impersonation

1. Require ID for all courses, exams and assessments
2. Immediately report instances of impersonation to the Campus Disciplinarian. Do NOT try to rectify the situation on your own.
3. Future – Working with Bursar's Office and Admissions to get pictures on the file.

### Faculty

1. Document and report instances of cheating to campus disciplinarian.
2. Campus Disciplinarian and Professional Ethics Committee
3. In instances in which cheating is alleged – you must explicitly communicate with the students.
4. Submit timely reports of cheating to the Campus Disciplinarian
5. Students say that having a professor that care has an impact on whether they cheat.

### Student Involvement

1. “If you see something, say something”
  - a. Contact the professor; anonymously, if necessary.
  - b. Understand your role as part of the solution or the problem.
  - c. Be aware that failure to do anything about cheating incident about which they had knowledge makes them a “benign accomplice”.
  - d. Realize that failure to inform hurts you and other honest students.
  - e. Professor – If you hear something, you must investigate. Don’t take the allegation at face value. Get additional facts before proceeding. Let the student who has informed you know that you must see it to do something about it. Therefore, if you don’t see what they see, you can’t do anything. Sometimes students who report may not understand why, “you’re not doing ANYTHING”